



普通高等教育“十·五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

英语专业写作

ENGLISH WRITING

主编 王 星

第二册

Book 2



学生用书

Student's Book

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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编者 王 星 冯 采 蒋 虹

江苏工业学院图书馆
藏书章
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图书在版编目 (CIP) 数据

英语专业写作. 第2册 / 王星主编; 冯采, 蒋虹编.

—上海: 上海外语教育出版社, 2006

(新世纪高等院校英语专业本科生系列教材)

学生用书

ISBN 7-81095-958-1

I. 英… II. ①王… ②冯… ③蒋… III. 英语—写作—高等学校—教材

IV. H315

中国版本图书馆 CIP 数据核字 (2006) 第 003869 号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 廖红雁

印 刷: 上海长阳印刷厂

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 11.25 字数 282 千字

版 次: 2006 年 2 月第 1 版 2006 年 2 月第 1 次印刷

印 数: 5 000 册

书 号: ISBN 7-81095-958-1 / H · 374

定 价: 15.00 元

本版图书如有印装质量问题, 可向本社调换

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总序

普通高等教育“十·五”国家级规划教材
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入，社会各界对外语人才的需求持续增长，我国英语专业的招生规模逐年扩大，教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩，先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准，同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织，社会需要的不是仅仅懂英语的毕业生，而是思维科学、心理健康、知识面广博、综合能力强，并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布，中学生英语水平逐年提升，英语专业本科生入学时的基础和综合素质也相应提高。此外，大学英语（公外）教育的迅猛发展，学生英语能力的提高，也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训，而是英语教育，是以英语为主体，全面培养高素质的复合型人才。教材的编写和出版也应顺应这种潮流。

为了迎接时代的挑战，作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社（外教社）理应成为外语教材出版的领头羊。在充分调研的基础上，外教社及时抓住机遇，于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家，在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性，并对编写思想、教材构建、编写程序等提出了建议和要求。而后，外教社又多次召开全国和上海地区的专家、学者会议，撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力，终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块，总数将超过 150 余种，可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出，反映了各个学科领域的最新研究成果；编写体例采用国家最新有关标准，力求科学、严谨，满足各门课程的具体要求；编写思想上，除了帮助学生打下扎实的语言基本功外，还着力培养学生分析问题、解决问题的能力，提高学生的人文、科学素养，培养健康向上的人生观，使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成，其中多数是在各个领域颇

有建树的专家，不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定，有的是从数名候选人中遴选，总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威，国家教育部已经将其列入了“十·五”重点教材规划项目。我们相信，继“高等院校英语语言文学专业研究生系列教材”之后，外教社该套教材的编写和出版，不仅会满足21世纪英语人才的培养需要，其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路，拓展一片新的视野。

戴炜栋

上海外国语大学校长

前 言

《英语专业写作》第二册是为大学专业英语二年级学生编写的。在第一册段落写作的基础上，本册教材重点是短文写作，仍然以基础训练为主要目的。第二册与第一册结合，形成了完整的写作基础训练的过程。

《英语专业写作》第二册共分四个部分：短文、摘要、正式信笺、语言练习。其中短文写作部分是主体，是英语写作训练的主要内容。这部分包括四大类英语文章的写作：描述、叙述、说明、议论。教材对各类文章写法的介绍和讨论糅合了第一册涉及过的各种方法，让学生练习综合使用这些方法。教材提供了典型性例文给学生做参考，示范文章组织的基本模式，写作方法的灵活运用。学生通过对例文的阅读与分析和自己的写作实践，使自己能够比较娴熟地应用英文写作技巧，更好地表达自己的思想。我们仍然需要强调，对写作技巧的学习和训练的目的在于为了提高表达思想的能力。

参与编写本册教材的教师有王星、冯采、蒋虹。他们都有多年英语写作和阅读教学的经验，了解英语教学理念的变化与更新，了解中国学生的特点与问题，这些都对教材的编写有很大帮助。教材编写的语言顾问是 Jennifer Kronovet.

2005 年 12 月

外教社英语专业四、八级考试用书

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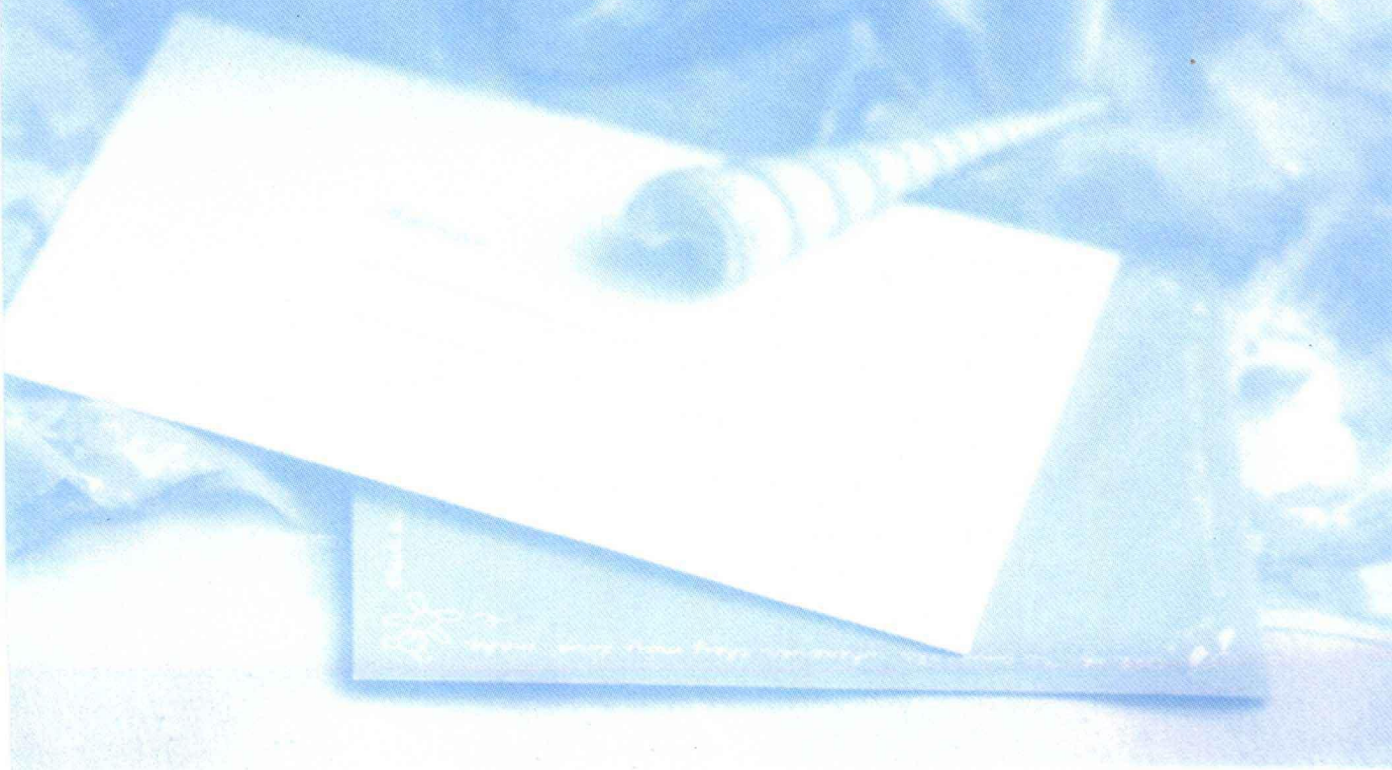
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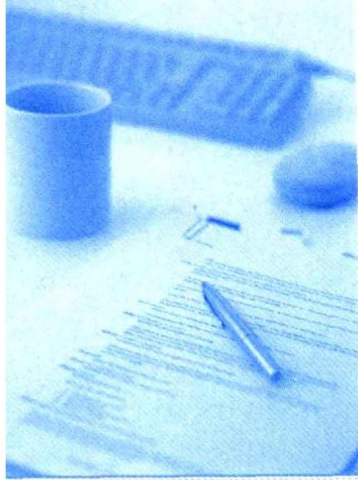
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SECTION ONE

Essays





Introduction

In the first book of this series, we discussed paragraph writing; therefore, you now know the essentials of English writing. This book will help you to go further and write essays.

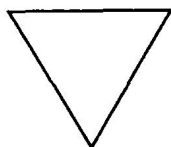


WHAT IS AN ESSAY?

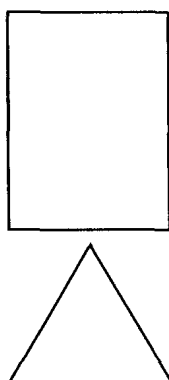
An essay is a piece of prose writing of moderate length that deals with a restricted topic. In it, people discuss, describe, narrate, analyze, evaluate, explain, and argue. So, an essay can be descriptive, narrative, critical, reflective, biographical, didactic — the list can go on. Because the term is widely used for many different kinds of papers with different purposes, it is difficult to arrive at a clear classification. However, for convenience, essays have generally been classified rhetorically as narrative, descriptive, expository and argumentative.

I. The structure of an essay

An essay basically consists of three parts: introduction, body and conclusion. Some teachers advise their students to write the five-paragraph essay: one paragraph for introduction, one paragraph for conclusion, and the other three paragraphs for the body. Other teachers impose no restriction on the number of paragraphs.



INTRODUCTION
(one paragraph)



BODY
(one or more paragraphs)

CONCLUSION
(one paragraph)

II. The introduction

The introduction is the first paragraph of the essay; in it the subject and the thesis statement are stated. **The thesis statement** is the sentence that sets out the main idea or the purpose of the essay. As illustrated above, the introductory part is like the upside-down triangle. It begins with some general background information and then narrows down to the main point of the essay, as the upside-down triangle narrows. The point of the triangle is where the thesis statement is often presented.

The length of the introductory paragraph should be in proportion to the whole essay. For essays of several pages, writers may write a rather long introductory paragraph and sometimes they split the introduction into two or three short paragraphs; however, for short essays of a few hundred words, the proper length of the introduction is approximately one-fourth of the whole essay, or shorter.

Sample 1.

Even today, when the American landscape is becoming more and more homogeneous, there is really no such thing as an all-American style of dress. A shopping center in Maine may superficially resemble one in Georgia or California, but the shoppers in it will look different, because the diverse histories of these states have left their mark on costume.

Thesis statement

(Alson Lurie, *American Regional Costume*)

Sample 2.

In books I've read since I was young I've searched for heroines who could serve as ideals, as models, as possibilities — some

reflecting the secret self that dwelled inside me, others pointing to whole new ways that a woman (if only she dared!) might try to be. The person that I am today was shaped by Nancy Drew; by Jo March, Jane Eyre and Heathcliff's soul mate Cathy; and by other fictional females whose attractiveness or character or audacity for a time were the standards by which I measured myself.

Thesis statement

(Judith Viorst, *How Books Helped Shape My Life*)

Sample 3.

Hockey has been a part of life in Canada for over 120 years. It has evolved into an extremely popular sport watched and played by millions of Canadians. The game has gone through several changes since hockey was first played in Canada.

Thesis statement

The thesis statement is the kernel of an essay. Before you write the thesis statement, you should first narrow down your topic. You ought to have one topic that is significant and specific. Do not try to do too much. It is better to investigate one aspect of one topic. To make your topic significant is to make your topic meaningful to both your readers and yourself. To be specific means to narrow your topic to specific points. Below is advice on how to write a good thesis statement.

1. A thesis statement must make a point.

Weak: The essay is about Banana Herb Tea Supplement.

Good: Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

2. A thesis statement must express one main idea only.

Weak: Companies need to exploit the marketing potential of the Internet, and web pages can provide both advertising and customer support.

Good: Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using web pages that offer both advertising and customer support.

3. A thesis statement must be specific.

Weak: World hunger has many causes and effects.

Good: Hunger persists in Appalachia because jobs are scarce and farming in the infertile soil is rarely profitable.

4. A thesis statement shouldn't be a fact.

Weak: People use lawn chemicals.

Good: People are poisoning the environment with chemicals merely to keep their lawns clean.

The following steps will help you narrow the thesis statement and make it specific:

1. Use specific terms instead of vague categories.

Narrow "music" to "reggae."

2. Add adjectives.

Narrow "reggae" to "American reggae."

3. Limit the discussion to a particular context.

Narrow "American reggae" to "the American reggae revival in the 1980s."

III. The body

This part of the essay presents the development of the subject and the thesis. Generally, if there is more than one paragraph in the body, then each paragraph concentrates on one aspect of the subject. The main point in each paragraph needs to be clearly stated in the form of a topic sentence, which is then supported with evidence. There are many methods of developing an essay: for example one can use statistics and facts, examples, anecdotes, description, definition, classification, comparison and contrast, cause and effect, etc.

Look at the form of the body:

Paragraph 1:

Topic sentence
Supporting detail 1
Supporting detail 2
Supporting detail 3

Paragraph 2:

Topic sentence
Supporting detail 1
Supporting detail 2
Supporting detail 3

Paragraph 3:

Topic sentence
Supporting detail 1
Supporting detail 2
Supporting detail 3

The sizes of the paragraphs should not vary widely in relation to each other. This does not mean that every paragraph must be exactly of the same length. Rather, you ought to ensure that the amount of discussion devoted to each point is in proportion to that point's importance to the essay as a whole. Do not use one-sentence paragraphs.

Since the body is the major component of an essay, whether the sentences and paragraphs of that section are arranged in a cohesive way is indispensable to the success of the essay. To illustrate the shift of ideas and the relationship between ideas, we use transitional words, phrases and sentences within or between paragraphs.

The example below shows how the points in a body are connected:

Body of the essay

<u>One of the obstacles</u> to the unification of the Italian nation was the failure of the majority of the population to take up the cause of unification ...
The divisiveness between the states was <u>another major obstacle</u> to national unity ...
The mistrust that existed between the states <u>also created an obstacle</u> for unification ...
<u>A further obstacle</u> obstructing the formation of a united Italy was the lack of common goals and the poor planning associated with the unification uprisings that were occurring throughout Italy ...
<u>The final major obstacle</u> to the unification of the Italian nation was the dislike and disagreement between the main agitators in the independence movement known as "Il Risorgimento" ...

(R. Woodward-Kron, *Academic Writing: a Language-based Guide*)

IV. The conclusion

The conclusion is the last paragraph of the essay. How to conclude the essay depends upon how the main body of the essay is developed. The common ways of concluding are to restate the idea of the thesis statement, summarize the points discussed previously, propose a solution, predict a result, comment on the consequences, etc. In the introduction, we move from general to specific, but in the conclusion we usually go from specific to general.

Sample 4.

Introduction

Dealing with emotional issues can be both complicated and perplexing. Now and then, a poet is willing to expose two very distinct facets of his or her emotional nature. Such a poet is courageous enough to look back on sadder times, as well as to recollect a fond memory — a writer honest enough to know that life includes both the swing of birches and the darker moments of the soul. Robert Frost is such a poet. The difference in the tone of his poems “Birches” and “Acquainted with the Night” reveals a poet equally adept at portraying both the lighter and darker sides in life through his use of setting, imagery and structure.

*General**Less general**Specific**More specific
(thesis statement)*

Conclusion

Through Frost’s use of setting, imagery and structure, both poems establish the pitch and timbre of life’s emotional ups and downs. In “Birches,” the poet’s tone brings his readers into a deep and abiding relationship with the world around them. His voice proclaims the hope of joys which, once remembered, can never be lost. In “Acquainted with the Night,” Frost’s tone moves his audience to a place where darkness and solitude prevail. In this poem, his voice creates a mood of sorrow surrounding possibilities which, once lost, can never be regained. “Birches” and “Acquainted with the Night” move the reader through experiences of hope and doubt. Robert Frost, a poet of courage and wisdom, evokes in his reader the understanding that emotions, be they sorrowful or joyful, are an intrinsic part of being human.

*Paraphrase of thesis
statement**Summing up
“Birches”**Summing up
“Acquainted with
the Night”**More general
Concluding sentence
(comment)*

Sample 5.

Computers are not just becoming more and more a part of our world. To a great degree, they are our world. It is therefore not unlikely that our relationship with them will become as subjective as that of the hackers. So perhaps hackers are, after all, harbingers of the world to come.

(Dina Ingber, *Computer Addicts*)*Summarizing the essay
and predicting the future*